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AUTHOR Cushner, Kenneth; And Others
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ABSTRACT

This book addresses the issue of the underrepresentation of minority teachers and the lack of knowledge in schooling and teacher education concerning cultural differences and their affect on human interaction. It offers general frameworks within which specific problem situations can be addressed while also emphasizing the culture-learning (socialization) process: the process of how individuals become functioning group members and how their cultural conditioning produces barriers to understanding and interacting with those who are different from themselves. The text is divided into three parts. Part 1 provides a general exploration of the issues related to diversity and the individual. It contains a culture-general framework for understanding intercultural interactions that is designed to help illuminate common aspects of intercultural interactions, including the strong emotional experiences one is likely to have when confronted with those who are very different from oneself. Part 2 explores how the various issues of multicultural education, gender-sensitive education, and special education have been addressed in policy and practice in the United States. Part 3 provides a review of practical strategies that the professional can use to help reframe his or her interactions in the classroom. (GLR)

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